

## PERSONAL NEEDS PROFILE (PNP) FORM

In order to individualize the testing experience and enhance access to the PARCC assessment for all students, an extensive set of accessibility features and accommodations is available. **Accessibility features** are available to ALL students. **Accommodations** are available to students with IEPs or 504 plans and students who are English Learners. Identifying the accommodations and selected accessibility features early in the school year is critical since a Personal Needs Profile (PNP) of each student's testing needs will be embedded within the technology platform before PARCC assessments are administered. ***The use of this form as a planning document is recommended but not required.***

- Districts/Schools must determine which, if any, of the accessibility features listed below will be available to each student based on the individual student's specific needs, not based on group decisions for a class or grade.
- Accommodations for students with IEPs or 504 plans are made by IEP or 504 teams and documented in IEPs and 504 plans. The district and school test coordinator must work with the special education director and child study teams to determine how accommodations and accessibility features identified in IEPs and 504 plans are entered into the electronic SR/PNP. This document can be used to communicate that information.
- Accommodations for ELs are selected by teachers. This planning form can be used by teachers to record those accommodations selected and share with the school test coordinator for entry into the electronic SR/PNP.

Early, collaborative planning will reduce the likelihood of giving students incorrect accommodations or accessibility features on the day of the test. This form should be completed in advance of testing and forwarded to the person responsible for entering the data into the electronic SR/PNP. Please refer to the ***PARCC Accessibility Features and Accommodations Manual – Fifth Edition*** for additional information regarding accommodations and accessibility features.

*Please complete the appropriate information below.*

<b>Student Name:</b>	<b>DOB:</b> /     /	<b>Gender:</b>	<b>Mode:</b>
<b>CDS Code:</b>	<b>SID#:</b>	<b>EL:</b>	<b>SE code:</b>
<b>Grade Level:</b>	<b>ELA:</b>	<b>Math:</b>	<b>504 Plan:</b>
<b>CST or Designee Signature:</b>		<b>Date:</b> /     /	

**Please check all applicable administrative considerations, accommodations, and/or accessibility features boxes.**

### **Administrative Considerations for All Students**

Frequent Breaks	Separate/Alternate Location	Small Testing Group	Specialized Equipment or Furniture
Specified Area or Setting	Time of Day		

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## **Accessibility Features Identified in Advance**

Answer Masking

Student Reads Assessment Aloud to Him or Herself

Color Contrast

## **Presentation Accommodations**

ASL Video (ELA/L)

ASL Video (Math)

Assistive Technology – Screen Reader (ELA/L and Math)

Assistive Technology – Non-Screen Reader (ELA/L and Math)\*

Closed Captioning (ELA/L)

Refreshable Braille Display (ELA/L)

Alternate Representation – Paper Test (ELA/L and Math)

Large Print (ELA/L and Math)

Braille with Tactile Graphics (ELA/L and Math)

Human Signer for Test Directions (ELA/L and Math)

## **Response Accommodations**

Answer Recorded in Test Book

Braille Response

Calculation Device and Mathematics Tools (Math)

ELA/L Constructed Response

ELA/L Selected Response or Technology Enhanced Items

Mathematics Response

Monitor Test Response

Word Prediction (ELA/L)

## **English Learners**

Administration Directions Clarified in Student's Native Language

Administration Directions Read Aloud in Student's Native Language

Mathematics Response

Transadaptation of Mathematics Assessment

Word to Word Dictionary (English/Native Language)

## **Other Accessibility Features and Accommodations**

Text-to-Speech (ELA/L)

Text-to-Speech (Math)

Human Reader or Human Signer (ELA/L)

Human Reader or Human Signer (Math)

Unique Accommodation (ELA/L)

Unique Accommodation (Math)

Emergency Accommodation (ELA/L)

Emergency Accommodation (Math)

## **Timing and Scheduling (IEP, 504 Plan, or EL)**

Extended Time (ELA/L)

Extended Time (Math)

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*\*Presentation accommodations are reserved for when a specific form is provided to a student. It infers the student will use the Assistive Technology as a Response accommodation as well. Assistive Technology (Non-Screen Reader) as a Response Accommodation is reserved for all 3<sup>rd</sup> party external response accommodations – so where applicable, capturing its usage is a value within the specific Response Accommodation type.*

Below is a list of PARCC Special Education Classifications:

**AUT** = Autism

**DB** = Deaf-Blindness

**DD** = Developmental Delay

**EMN** = Emotional Disturbance

**HI** = Hearing Impairment

**ID** = Intellectual Disability

**MD** = Multiple Disabilities

**OI** = Orthopedic Impairment

**OHI** = Other Health Impairment

**SLD** – Specific Learning Disability

**SLI** = Speech or Language Impairment

**TBI** = Traumatic Brain Injury

**VI** = Visual Impairment